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ABSTRACT

The numbers and status of limited-English-proficient (LEP) students in the Austin (Texas) Independent School District (AISD) are described for the 1989-90 school year. During that year, 4,494 LEP students were served by the AISD schools: 3,481 elementary school students, 531 middle/junior high school students, and 482 high school students. The LEP population in the school system was 90% Hispanic; Vietnamese speakers were the next largest segment, at 4%. In all, there were 4,042 Hispanic students; 32 Black students; and 420 American Indian, Asian, and White students. Most (90%) LEP students in the AISD were from low-income families, and 38% were overage. Most (88%) LEP students were in regular LEP programs, with a few assigned to special education or modified instruction. Students needing additional services transferred to other schools that provide enhanced services. Such transfers in the year are detailed. In general, rates for the LEP program were similar to districtwide rates for attendance, discipline, retention, dropouts, and mean grade point average. However, compared to the districtwide ranges, LEP students performed less well in discipline at the middle and junior high levels; there were higher dropout rates and lower mean grade point average at the high school level. Data about the LEP students in the AISD are presented in four graphs and five tables. (SLD)

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FEEDBACK:

A LOOK AT LIMITED-ENGLISH-PROFICIENT STUDENTS IN AISD

Austin Independent School District
FEEDBACK Pub. No. 90.08

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FEEDBACK

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

A LOOK AT LIMITED-ENGLISH-PROFICIENT STUDENTS IN AISD

All students new to AISD complete a Home Language Survey upon entry. For those who indicate a language other than English (LOTE) in the home, identification procedures are completed to determine whether or not the students are limited English proficient (LEP). In the 1989-90 school year (official October counts), 4,494 students were served in LEP programs--3,481 elementary students (grades Pre-K-6), 531 middle/junior high students (grades 6-8), and 482 high school students (grades 9-12). An additional 679 students denied such services at the request of their parents. The LEP population served is 90% Hispanic, 1% Black, and 9% Other (see Figure 1).

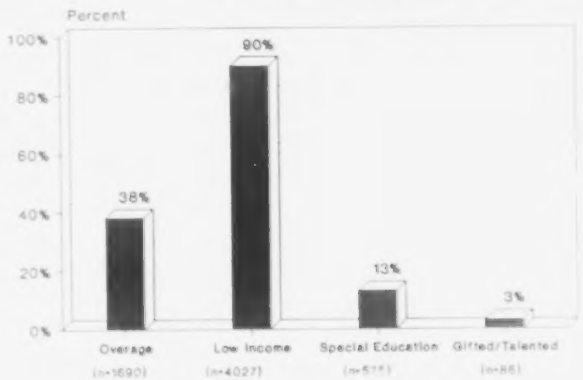
FIGURE 1
LEP STUDENTS SERVED, BY GRADE AND ETHNICITY, 1989-90

	Elementary Pre-K-6		Middle/Junior 6-8		High School 9-12		TOTAL Pre-K-12	
ETHNICITY	#	%	#	%	#	%	#	%
Hispanic	3139	90	478	90	425	88	4042	90
Black	27	1	2	>1	3	1	32	1
Other*	315	9	51	10	54	11	420	9
TOTAL	3481	100	531	100	482	100	4494	100

* This group is made up of American Indian, Asian, and White students.

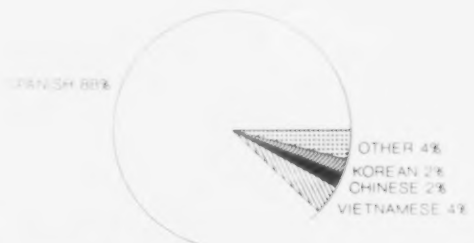
Most (90%) of AISD's LEP students are low income. Over one third (38%) are overage, while smaller percentages are receiving special education or gifted/talented education services (see Figure 2).

FIGURE 2
CHARACTERISTICS OF AISD'S LEP STUDENTS
(Pre-K-12) 1989-90



Most LEP students served (88%) are Spanish speakers. Speakers of Vietnamese (4%) make up the next largest segment of the LEP population, followed by speakers of Chinese (2%) and Korean (2%). Altogether, students in LEP programs represent 57 different language groups (see Figure 3).

FIGURE 3
LANGUAGES SPOKEN BY LEP STUDENTS
(Pre-K-12) 1989-90



FEEDBACK: A LOOK AT LIMITED-ENGLISH-PROFICIENT STUDENTS IN AISD
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Hispanic and Vietnamese students make up the majority of AISD's LEP population. Figure 4 presents a breakdown of these groups by grade and language dominance.

FIGURE 4
HISPANIC AND VIETNAMESE LEP POPULATIONS BY LANGUAGE DOMINANCE

GRADE	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
							Number of Students								
HISPANIC															
Spanish Dominant	320	426	507	324	261	196	139	83	69	89	124	60	31	24	2653
Balanced Bilingual	2	4	16	32	24	35	37	48	56	50	36	21	29	22	412
English Dominant	20	117	220	129	112	81	68	49	45	37	47	12	9	8	954
VIETNAMESE															
Vietnamese Dominant	6	10	11	8	6	4	6	6	4	8	12	2	4	1	88
Balanced Bilingual	-	-	3		1	-	-	-	-	1	-	-	-	-	5
English Dominant	-	1	-	1	1	-	-	-	1	-	-	-	-	-	4
TOTAL	348	558	757	494	405	316	250	186	175	185	219	95	73	55	4116

Most of AISD's LEP students are in regular LEP programs. Much smaller numbers of students receive special education or modified instruction; or have declined LEP services at the request of their parents (see Figure 5).

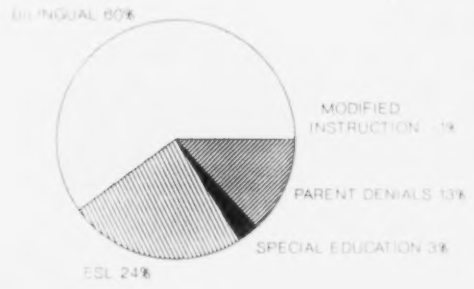
FIGURE 5
AISD'S LEP STUDENT POPULATION BY INSTRUCTIONAL OPTION AND GRADE

GRADE	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
INSTRUCTIONAL OPTION															
Total LEP	432	662	860	548	458	348	278	256	248	286	355	174	149	119	5173
Regular LEP	428	628	806	518	427	333	252	187	169	169	203	97	64	45	4328
Special Education	0	1	4	8	8	3	11	9	15	27	25	9	13	17	150
Parent Denial	4	33	50	22	21	12	14	59	62	87	124	66	69	51	679
Modified Instruction	0	0	0	0	2	0	1	1	2	3	3	2	3	1	18

SERVICES PROVIDED TO AISD'S LEP STUDENTS

AISD offers a bilingual education program providing dual language instruction in major content areas. Other services available include an English as a Second Language (ESL) program providing intensive English instruction, the Language Arts Mastery Process (LAMP) providing an oral language arts program, modified instruction providing special assistance to meet individual student needs, and services through special education. In some situations a combination of programs may be recommended. The program a particular LEP student would participate in depends on the student's home language, grade level, and language dominance. Parent permission is required for all programs.

FIGURE 6
TOTAL LEP POPULATION (1989-90)
PROGRAM SERVICE (N=5173)*



*The number of students in LAMP was unknown at the time of the October, 1989 counts. Thus, these students are not represented here.

Students requiring additional services may need to transfer to other campuses where enhanced services (bilingual at elementary and middle school and enhanced ESL at high school) are offered. In 1989-90, there were 317 bilingual transfers (257 Spanish, 59 Vietnamese, and 1 Other). The number of transfers was greater at the secondary level than at the elementary level, with 180 (57%) taking place in grades 6-12, and 137 (43%) in grades K-6). Transportation to the schools where enhanced services are offered is provided to LEP students.

FIGURE 7
BILINGUAL TRANSFERS 1989-90

	Spanish	Vietnamese	Other	TOTAL
	#	#	#	#
GRADE				
K	17	7	-	24
1	18	8	-	26
2	8	7	-	15
3	6	7	-	13
4	15	4	-	19
5	25	8	-	33
6	40	8	-	48
7	38	1	-	39
8	31	9	-	40
9	19	-	-	19
10	17	-	-	17
11	13	-	-	13
12	10	-	1	11
TOTAL	257	59	1	317

Overall:

- 151 elementary LEP students transferred to 17 different elementary schools in 1989-90, with the largest number (52) transferring to Brown Elementary (one site for Vietnamese instruction).
- 162 middle/junior high LEP students transferred to two middle/junior highs during 1989-90, with the largest number (139) transferring to Martin Junior High (the middle/junior high site for bilingual instruction).
- 59 high school LEP students transferred to three high schools in 1989-90, with the largest number (49) transferring to Johnston High School.

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HOW AISD'S LEP STUDENTS ARE PERFORMING

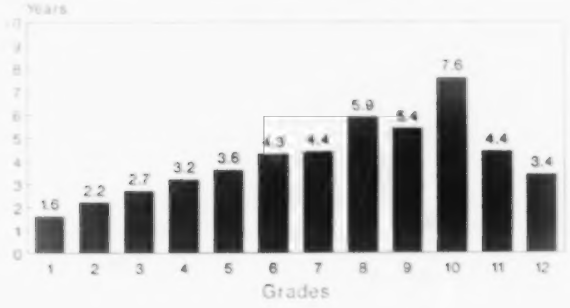
Figure 8 compares rates for students in LEP programs, by grade level, to districtwide rates for attendance, discipline, retention, dropouts, and mean grade point average (GPA). In general, the program rates are similar to districtwide rates. However, noticeable differences exist in discipline rates at the middle/junior high level, and in dropout rates and mean GPA at the high school level. In these areas, LEP students perform less well than other students (see Figure 8).

FIGURE 8
PROGRESS INDICATORS (SPRING 1990)
LEP PROGRAM COMPARED TO OVERALL DISTRICT

	ELEMENTARY		MIDDLE/JUNIOR HIGH		SENIOR HIGH	
	LEP PROGRAM	DISTRICT	LEP PROGRAM	DISTRICT	LEP PROGRAM	DISTRICT
ATTENDANCE	96.1%	95.9%	90.5%	92.7%	87.8%	90.8%
DISCIPLINE	.4%	.2%	13.8%	6.6%	3.2%	4.4%
RETENTION	2.8%	1.4%	8.5%	7.8%	17.6%	16.4%
DROPOUTS	N/A	N/A	3.2%	3.6%	12.0%	9.4%
MEAN GPA	N/A	N/A	83.0	84.3	75.6	79.3

A total of 573 students in grades 1-12 exited LEP programs in 1989-90. These students spent between 1.6 and 7.6 years in LEP programs before exiting, with an average duration of 3.6 years (see Figure 9).

FIGURE 9
AVERAGE NUMBER OF YEARS TO EXIT LEP PROGRAMS BY GRADE, 1989-90



Other notable outcomes are:

- 109 high school graduates in 1989-90 were LEP or formerly LEP.
- 4% of LEP students (58 of 1,546) who exited during the last four years reentered LEP programs in 1989-90.
- Only 15% of 9th-grade LEP students mastered the Writing section of TEAMS, as compared to 39% for the Reading/Language Arts section, and 45% for the Mathematics section.

Achievement outcomes are an important indicator of student progress. For more information about the achievement of LEP students, see the Annual Report on Student Achievement 1989-90 (ORE Pub. No. 89.36).

Further information about LEP students may be found in the final evaluation reports for Priority Schools, Chapter 1/Chapter 1 Migrant, GENESYS, Title VII, and Systemwide Testing.

END

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